Music Based Intervention Programme for Value Development

A

Synopsis

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1.0 INTRODUCTION

Human society cannot sustain itself without human values, and this fact that the present global society is facing a lot of conflict cannot be opposed. “Value Deterioration” is one of the most disturbing concerns in the present scenario. Various educational commissions such as the Kothari Commission (1964-66), the Secondary Education Commission (1953-54) and the New Education Policy (1986) have recommended “Value education” as an integrated part of curriculum to inculcate values in students. Therefore, value education must be the essential part of educational curriculum. Values can be understood as ideals or lasting beliefs expressed by the individuals of a particular culture. Person’s behaviour and attitudes are always guided by his values and they serve as broad guidelines in all situations. Our values enable us to understand our roles in the society and they also motivate us to move ahead (Ruhela, 1986). Therefore, a number of efforts are being made in order to integrate values in educational curriculum.

For value inculcation in students, music can be chosen as a medium. Music has a remarkable ability to affect and manipulate how we feel (Vaidya, 1994). It has the power to stimulate the brain system, creating feelings of pleasure and comfort (Wilcox, 2012). It goes beyond our minds to our hearts shaping how we think and feel. Scientific evidence suggests that even a little music training can shape our brain (Hicks, 2014; Landau, E., 2012), improving the ability; emotional aspects of brain (Krumhansl, 2002; Trost et al. 2012) and values are also related to the emotional and cognitive aspects of brain, therefore, music may also lead to better realization of importance of values among the listeners. Therefore, it appears that music, which has the ability to affect cognition, can lead to the development of values among the listeners.

Music training not only improves thinking (Skoe and Kraus, 2012), but also bolters a suite of brain functions. It strengthens reading skills (Anderson, et al., 2000; Carlson, et al., 2004), increases mathematical abilities (Skoe and Kraus, 2012) and verbal memory (Chan, et al. 1998; Ho, et al., 1998), and improves higher general intelligence scores (Baker, 2011). A body of

studies has demonstrated that music affects development of brain at a very early age (Ho, et al. 1998; Kingsbury, A., 2013; Kraus, C., 2010; Schlaug, et al. 2005). Music actually helps in creating many neural pathways in the brain (Sibylle C. Herholz, 2012). Intervention of music can accelerate and enhance the values of students and ability of learners to make rapid emotional assessments and to act accordingly.

When music accompanies learning material, it provides a powerful force straight into brain. Some studies (Chabra and Mishra, 2012) show that children retain only 10% of information of what they read and 20% of what they are told. If the same information is being taught with a song, the retention increases to over 90%. Music as an art form has great impact that enriches our lives. All great cultures have embraced music and no great culture can flourish without music.

In the light of the above discussion, an attempt will be made in the present study to develop Music Based Intervention Programme and study its effect on Value Development in the students.

1.1 VALUES: CONCEPT, NATURE AND IMPORTANCE

Values are generally regarded as the moral standards of human behaviour in the society (Debbarma, 2014; Venkataiah, 1998). The word value has originated from Latin word "valeo", which means strength and also health. In French, the term "Valeur" means excellence. Therefore, Value is a mixture of three concepts such as idea, quality and supervention (Debbarma, 2014). Values can be defined as the laws, which direct people's lives and have subjective significance. Values give meaning and strength to an individual' s character by having a central place in his life (Venkataiah, 1998). Values are the core of our personality, and affect us to make decisions, trust people, and arrange our time and energy in our social life(Debbarma, 2014).

Dictionary of Education (1939) defines values as "things in which people are interested, things they want and desire to be, or feel as obligatory, worship, enjoy'.

Garnett (1975) defines value as "certain behaviour or ways of life regarded as more desirable than others. Values are those standards or a code for moral behavior conditioned by one's cultural tenets and guided by conscience according to which human being is supported to conduct himself and shape his life patterns.

Human values occupy chief position in the social sciences. Human values are essential for any society because they are regarded as foundation for leading a life of happiness (Debbarma, 2014). All religious books of world religions and communities contain the values for prosperous and happy life. For instance Hinduism emphasizes on satyam (truth), shivam (goodness), sundaram (beauty), respect for others, forgiveness, and sacrifices etc, while Christianity stresses on love, compassion and mercy; Jainism focuses on Satya, Ahimsa, Aparigrah; and Buddhism on the four noble truths of life. It will not be an exaggeration to say that many of the problems of the present times can be resolved peacefully and economically in a sustainable manner, if these values can be adhered to and followed in our daily lives. In short, there seems to be a dire need for the education system to focus on value development among the learners.

The importance of human values is felt right from the childhood of a person. Family is the first source of information so family should be conscious about its behaviors and attitudes as children imitate them. The personal and social life of every individual is pervaded by a great sense of righteousness. It is thought that the various global and national problems may be solved through the practical application of values in every society. Human unity can be brought only by recognizing human values such as truth, kindness, benevolence, peace, love, dignity, respect, and forgiveness.

1.2 EMERGENCE AND JUSTIFICATION OF THE PROBLEM

Music is an integral part of Human life. A body of studies has demonstrated the harmonious impact of music training on thinking structure (Jon Lieff, 2013; Rodrigues, et al., 2010). Research findings reveal that Music therapy has magical effect on various psychological

disorders such as Dementia (Raglio, et al., 2008), Autism (Edgerton. 1994), and ADHD (Daphne, Rickson, 2006). During review of related literature the researcher found that music training shapes structural brain development, and music listening enhances cognitive recovery and mood after middle ceretoral artery stroke and brain lesion. (Sarkamo, 2008) The impact of musical training is seen in clinical psychology to solve the problems of diverse nature. There are studies which show that music affects cognition and emotions, but the researcher could find only a few studies relating music with values.

Furthermore, there are no such musical programmes which present values interlinked with academic content of different scholastic subjects. Therefore, in the present study the researcher will make an attempt to study the impact of Music Based Intervention Programme on value development(Value Based Behaviour & Value Awareness). There is a need for integrating values with the subject related scholastic content so that the students may get to know about values implicitly and explicitly, and in an integrated manner with the subject content. The combination of the three: subject content specific concepts, interlinked values, and musical ragas corresponding to the nature of the values interlinked, is expected to have better cognitive and emotive development, further leading to improved understanding, realization of importance of values in life. Present study will be conducted on VIII standard students having 12 &13 age group in order to assess the pre -existing level of values. The sample of 12 & 13 age group will be chosen because according to Sigmund Freud's Theory of Psycho Sexual Development, the fourth stage of development viz Latency Period (6 to 12 age) is related to development of the Super Ego. The Super Ego is associated with family, moral, and social values therefore in the present study the researcher will conduct this study on students who have passed their latency stage. Through Music Based Intervention Programme researcher will see the effect of Intervention on Value Development of students.

Researcher has reviewed following studies related to the variables used in the present study in order to justify her research. These studies have been listed in table 1.

Table1. *An Over-view of Research Literature related to Music Intervention*

S. No	**Year**	**Name of Researcher**	**Topic of Research**	**Findings**
1.	2015	Jaime Leon & et al.	Music Academic Performance: Effect of Intrinsic Motivation and Critical Thinking	The effect of intrinsic motivation & critical thinking on music academic performance was found significant.
2.	2014	Mojtaba Moradi, Mostafa Zamania	On Effect of Soft Music on Learning English Language Vocabulary	The effect of soft music during the learning and memorizing the English language vocabulary was found significantly better.
3.	2014	American Psychological Association	Musical Training offsets some academic achievement gaps	Music training has profound effect on academic achievement and reading speed.
4.	2014	M. Hogenes & et al.	Effects of a Music Composition Intervention on Elementary School Children	The research depicted that students of experimental group performed better in reading comprehension. Thus, Music Composition as a classroom activity is feasible & useful in elementary schools.
5.	2013	Matthew A. Goldenberg et al.	No Effect of a Brief Music Intervention On Test Anxiety and Exam Scores in College Undergraduates	Music was found not to be alleviating test anxiety or improving exam performance.
6.	2010	Victoria Thompson & Nathan Mutic	Analyzing the Effect of Music on Memory in a 21st Century Learning	Findings suggest that the effect of listening pope music created hindrance in the student's ability of

			Environment	recalling the words correctly as compared to classical music
7.	2010	*Nature Reviews Neuroscience*	Music training for the development of auditory skills	Music training leads to changes throughout the auditory system
8.	2010	William R. Klemm	Music Training Helps Learning & Memory	Music training helps in retention of information and correct recall of information.
9.	2010	Julian G. Elliott et al.	An Evaluation of a Classroom-Based Intervention to help Overcome Working Memory Difficulties and Improve Long Term Academic Achievement	The Classroom-Based Intervention was found to be helpful to overcome Working memory difficulties & improved Long term academic achievement
10.	2013	Gerard D. Babo	The Relationship between Instrumental Music Participation and Standardized Assessment Achievement of Middle School Students	Instrumental music participation does have a positive relationship to a student's academic performance with the strongest association occurring in reading and/or language arts.
11.	2009	Hyde Krista L.	Musical Training Shapes Structural Brain Development	Structural brain changes in motor & auditory areas (of critical importance for instrumental music training) were correlated with behavioral improvements on motor & auditory musical test. Long term intervention program can facilitate neuroplasticity in

				children.
12.	2009	Ae-Na Choi, Myeong Soo Lee, Kwang-Jo Cheong, et al.	Effects of Group Music Intervention on Behavioral and Psychological Symptoms in Patients with Dementia: A Pilot-Controlled Trial	Music can improve behavioral and psychological symptoms, especially in patients with dementia
13.	2009	fortmyers.floridaweekly	Music has the power to affect our moods, emotions	Musical therapy can be useful in the treatment of loneliness, depression, anxiety and other emotional problems.
14.	2009	Krista L. Hyde, Jason Lerch,	The Effects of Musical Training on Structural Brain Development A Longitudinal Study	Structural and behavioral brain differences were found in adult musician relative to non-musicians & it was result of intensive music training.
15.	2008	Elizabeth, Spelke	Arts and Cognition Monograph: Effects of Music Instruction	Intensive music training improves performance in the core mathematical systems, which are related to abstract geometry. The performance of Music-trained students was better than students with little or no music training on three tests of sensitivity to geometry
16.	2008	Elizabeth Spelke	Effects of music instruction on developing cognitive systems at the foundations of mathematics and science	The study clearly shows the correlation between music, visual art, dance, theater, and creative writing training and specific mathematical

				abilities. It shows the need of cognitive skills and music for each subject
16.	2007	Terry L. Gottfried	Effect of musical training on learning L2 speech contrasts.	Native speakers of American English with musical training performed significantly better than non - musicians. Musicians' spoken imitation of Mandarin was rated as significantly more native-as compared to those of non-musicians. This was due to abilities and perception which musician possess regarding Mandarin tones
18.	2006	Petra Kern, David Aldridge, et al	Using Embedded Music Therapy Interventions to Support Outdoor Play of Young Children with Autism in an Inclusive Community-Based Child Care Program	Musical adaptation of the playground improve social interactions of children with autism and also facilitate their play and involvement.
19.	2006	Mike Manthei Minneapolis, MN Steve N. Kelly	Effects of Popular and Classical Background Music on the Math Test Scores of Undergraduate Students	The study revealed that background music had no statistically significant effect on the math test scores. Even background music had no effect on performance in other academic learning areas.
20.	2002	Krumhansl, C.L.	Music: A Link between Cognition and	The dynamic aspect of musical training relates to

			emotion,	the cognition of musical structure.
21.	2002	Hoidges, D.A. et al	Impact of Music Programme on the student's Achievement level.	The impact of music education on achievement level of students was found high.
22.	2002	Cindy Zhan	The Correlation Between Music and Math: A Neurobiology Perspective	Findings of study suggest that Music increases mathematical skills of students as well as Music targets to stimulate specific area of the brain which help in spatial-temporal reasoning, mathematical thinking.

Table 2. *An Over-view of Research Literature related to Value development*

S. No.	**Year**	**Name of Researcher**	**Topic of the research**	**Findings**
1	2014	Mohan Debbarma	Importance of human values in the society	Human values play a vital role both for integrity and longevity of any society. Human values are the key to solve the global problem.
2.	2014	Noni Rajkhown	Value crisis Among our Youth in Emerging Society & value oriented education	Values cannot be inculcated among youth through a single mode of education only. To inculcate values efforts are required of formal as well as non-formal mode of education.
3.	2014	D. Awasthi,	Value Based Education is the only solution to the Problem of Crisis of Moral Values among Youth of India	The study concludes that Value Based Education should be imparted to children right from the early childhood especially during adolescence period which can help in eliminating the problem

				of deteriorating moral values in youth.
4.	2013	R. B. Iyer	Value Based Education: Professional Development vital towards effective integration	Values in a school curriculum add a dimension that promotes holistic development of the students & benefits their academic achievement.
5.	2013	R. Joshi & V. Jadhav	A study of awareness of value education in female student teacher	Some female pupil teachers have good understanding of value education & there is need for some female teachers to have value orientation with the help of workshop and storytelling to inculcate concept of value education.
6.	2013	Jessica Taylor	An Exploratory study of Adolescent Moral Identity and the relation to Social Justice Awareness	Moral Identity was being found to be influential factor in promoting social justice
7.	2013	Sindhawani, A & Kumar, R.	Values in Higher Education: Need and Importance	For peace and prosperity of the world the system of education should infuse human values among the students.
8.	2012	S. Chabra, & M Mishra,	A study of the effect of learning music on the personal values of adolescent students.	Personal values do get affected by learning music/intervention with classical music in a positive manner. Music has the capacity to affect biologically as well as it affects the behavior & character of a person.
9.	2011	K. Zegwaard	Ethics and Values: The Need for Student awareness of workplace Value systems	For the advancement of Moral Reasoning and development of professional identity there should be exploration of workplace value system and ethical

				issues.
10.	2007	Shalom Schwartz	Value Priorities & Behaviour: Applying a theory of Integrated Value System	Value systems can be treated as integrated wholes in their relations with behavours and encourages researches to give up the existing single values approaches

1.3 STATEMENT OF THE PROBLEM

Since, the purpose of the present study is to develop Music Based Intervention Programme (consisting of musical compositions integrating scholastic subjects' specific concept and associated values in musical rhyme form based on selected ragas of similar nature in accordance with the linked values) and to find its effect on Value Development, therefore, in the light of the discussion in the previous sections, the problem of the study can be stated as: *Music Based Intervention Programme for Value Development.*

1.4 DEFINITION OF THE TERMS

The terms used in the statement of the problem have been defined in this section.

1.4.1. *Music Based Intervention Programme (MBIP)*

Operational Definition

In the present study, Music Based Intervention Programme will consist of fifteen musical rhymes (integrating scholastic subjects' specific concepts and associated values) based on selected ragas of similar nature in accordance with the linked values. These will be developed in order to develop values in students.

1.4.2. *Value Development:*

Oxford English Dictionary (2014) defines "values as Principles or standards of behaviour; one's judgment of what is important in life."

According to John Dewey (1946), "To value means to prize, to esteem, to appraise and to estimate. It means the act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amount of values as compared with something else."

Cattel (1965) is of the view that "By values we mean the social, artistic, moral and other standards which the individual would like others and himself to follow."

According to A.K.C. Ottaway (*1955),* "Values stand for ideas men live for".

Operational Definition

In the present study, the term Value Development implies the enhancement of value awareness, realization and inculcation of values, and motivating the students to willingly adhere to values in their conduct and behavior without any external pressure on them. In the study of value development the present research will imply the study of value awareness among students studying in VIII standard and their Value Based Behaviour. Hence an effort will be made to study these two aspect of value development.

1. Value Awareness 2. Value Based Behaviour

1. Value Awareness implies behaviour which manifests certain essential moral, ethical, cultural , social, spiritual values in an individual (Awasthi, 2014).

2. Value Based Behaviour implies level of Consciousness and Orientation for personal, social, spiritual and moral values (M. Gandhi, 2014).

1.5 OBJECTIVES OF THE STUDY

The study will be conducted by fulfilling the following objectives:

1. To develop Music Based Intervention Programme for the students studying in VIII standard.
2. To study the level of Value Awareness among the students studying in VIII standard.

3. To study the level of Value-Based Behaviour among the students studying in VIII standard.
4. To study the effect of Music Based Intervention Programme on Value Awareness and Value Based Behaviour among the students studying in VIII standard.

1.6 HYPOTHESES OF THE STUDY

The hypotheses related to the objectives are:

1. There will be positive effect of Music Based Intervention Programme on Value Awareness of students studying in VIII standard.

2. There will be positive effect of Music Based Intervention Programme on Value Based Behaviour of students studying in VIII standard.

1.7 VARIABLES OF THE STUDY

Variables of the study are:

Independent Variable: Music Based Intervention Program (MBIP).

Dependent Variable: Value Development (Value Awareness & Value Based Behaviour)

Control Variable: Age, Sex, School, teachers teaching the subject, content being taught to the students.

1.8 DELIMITATION OF THE STUDY

1. Study will be delimited to the students studying in VIII standard of DEI Board school of Agra city only.

2. Music Based Intervention Programme will be developed only for the concepts selected from the prescribed syllabi of selected subjects viz. English, Social-Science and Science. The concepts will be selected on the basis of discussion with the concerned subject teachers and the need of the students.

1.9 METHOD OF THE STUDY

For the present study, Quasi Experimental Pre- Post Test (with Control Group) Design will be employed with purposive sampling (convenient sampling) technique to select a representative sample.

Bloomers and Lindquist (1960) have defined purposive sampling (judgmental sampling) as the one "in which the sample elements are arbitrarily selected by the sampler because in his judgment the elements, thus chosen will most effectively represent the population."

1.10 PROCEDURAL DESIGN OF THE STUDY

This section describes the step-wise procedural plan for conducting the present study which will have the following two major phases:

Phase I: Developmental Phase: This phase will deal with the development of Music Based Intervention Programme (MBIP).

Phase II: Experimental Phase: In this phase, the effect of the developed Music Based Intervention Programme on value development(Value Awareness & Value Based Behaviour)of students of VIII standard will be evaluated.

The procedural design of the study has been shown in the figure 1.

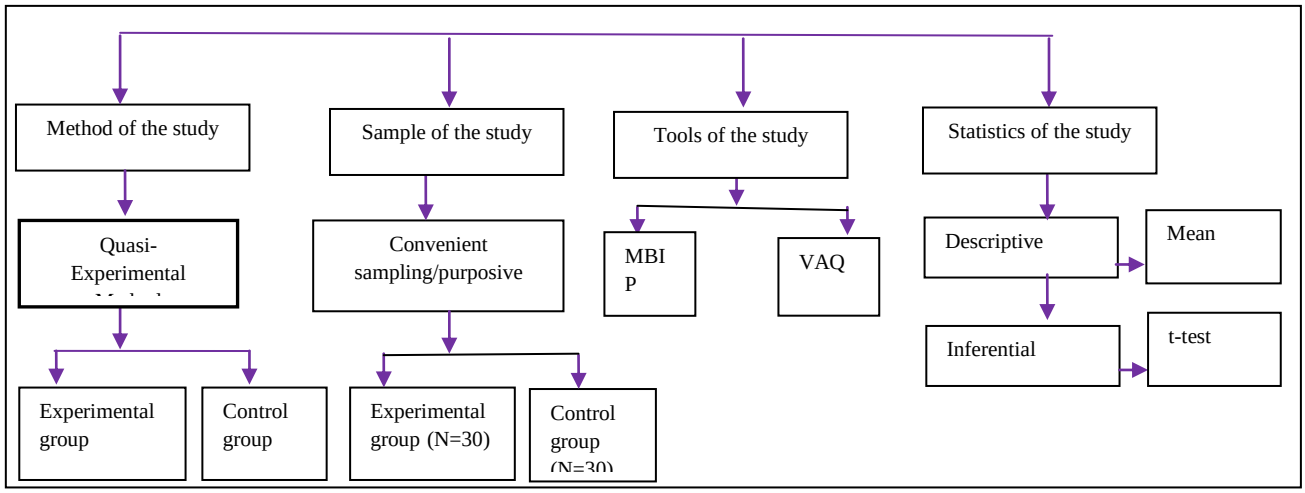


Figure 1. Research Design of the study

1.10.1 PHASE I: DEVELOPMENT OF MUSIC BASED INTERVENTION PROGRAMME

Music Based Intervention Programme will be developed using the following steps:

Steps for the *Development of Music Based Intervention Programme:*

1. *Selection of the concepts (out of the prescribed syllabi of English, Social Science and Science) and the associated values (based on analogies and psycho-socio-spiritual interlinkages with life related experiences).*

   In this sub step of the development of MBIP, scholastic subject specific concepts will be selected and values will be associated with them. This step will include the selection of values out of the selected content on the basis of analogies and by making psycho-social, emotional and spiritual correlation of the selected concepts with daily life experience of the students. This step will be based on the review of related literature (values, psychology, philosophy, spiritual literature) and discussion with the experts (psychologist, educationists, etc.).

2. *Developing rhymes of the selected concepts and the associated values.*

   In this sub-step of the development of MBIP, the selected concepts and associated values will be written in rhyme form, so that these can be composed musically in the succeeding sub-steps.

3. *Validation of rhymes through experts' opinion.*

   The developed rhymes will be discussed with the experts (psychologists, teacher-educators, vocalists, music-composers, etc.) to ensure the appropriateness of the values associated with the concepts, and suitability of rhymes to be composed musically. In the light of the experts' opinion, required modifications will be made in the rhymes to give them a final form to be composed musically.

4. *Developing Musical Composition for the Rhymes.*

   In this step, separate musical compositions (based on the ragas selected keeping in view the nature of the associated values in the rhyme) will be developed for each of the rhymes. This will be done in consultation with the experts from the field of music (vocal as well as instrumental).

5. *Audio recording of rhymes in musical forms in the voice of a trained singer.*

   The developed rhymes will be audio recorded in the voice of a trained singer (in a music studio) accompanied with instrumentalists (for playing required music instruments).

6. *Taking opinions of the Experts (Educationists, Psychologists, musicians, etc) regarding the quality of the developed MBIP*

   To assess (formatively) the developed MBIP (in terms of audio quality, music composition, lyrical content, cognitive and emotive effects, etc.) opinions of the experts from different disciplines of knowledge such as Music, Education, and Psychology will be taken.

7. *Modifications and Editing of MBIP to develop its Final Form:*

   On the basis of experts' opinion necessary editing and modifications in the musical rhymes will be made to give them a final form.

8. *Validation of MBIP:*

   The developed MBIP will be validated on the basis of the feedback of the experts (N=20) and students (N=20, different from the sample of the experimental phase) using a questionnaire prepared by the researcher.

1.10.2 PHASE II: EXPERIMENTAL PHASE OF THE STUDY

Step-wise process to be adopted for evaluating the effect of the developed MBIP on value development of the sampled students of VIII standard is delineated in this section.

STEP I: *Selection and Division of sample units into Experimental and Control group*:

School (having at least two equivalent sections of VIII standard) for conducting this phase will be selected based on the willingness of school administrators and availability of the required basic facilities for providing the intervention to the experimental group. With proper permission of the authorities, one section of VIII standard will be chosen as the experimental group while another as the control group. The number of the students will be kept around 30 in each group.

STEP II: *Pre-testing the selected sample*

Pre-testing of the selected sample (control and experimental groups) will be done to find out their existing level of values and also to know whether the two groups are equivalent or not. This will be done using quantitative tools such as VAQ (Value Assessment Questionnaire). For the purpose of qualitative analysis to assess what and how much the students know about values interview and observation will also be done (for ten students).

STEP III: *Administration of MBIP on the Experimental group:*

After pretesting, Music Based Intervention Programme will be provided to the experimental group section of VIII standard for four months as a part of their regular science classes as per the scheduled time-table of the school, while the control group section will be taught as per the traditional method by the same teacher.

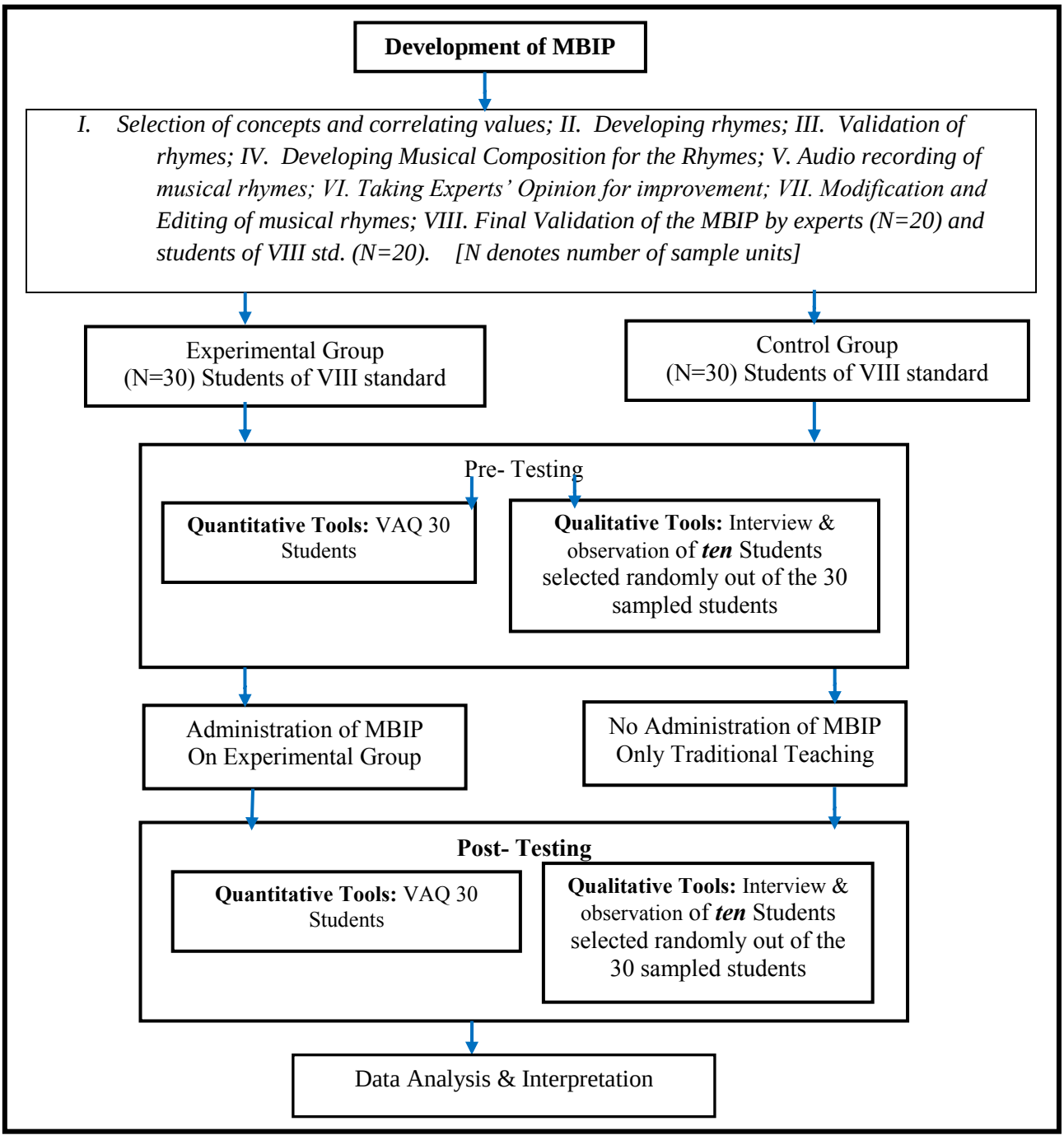
STEP IV: *Post Testing:*

After the administration of MBIP for four months on the experimental group, a gap of ten days will be given and then post-testing of the selected sample (control and experimental groups) will be done again to compare their modified level of value development. This will be done using quantitative tools such as VAQ (Value Assessment Questionnaire). For the purpose of qualitative analysis to assess what and how much the students have learnt about values, interview and observation will also be done (for the same ten students who were qualitatively assessed during pre-testing).

STEP V: *Data analysis and Interpretation*

Quantitative and Qualitative Data analysis and interpretation will be done with appropriate descriptive and inferential statistics. At this stage, the collected data quantitatively using (VAQ (Value Assessment Questionnair) and qualitatively in descriptive form through interviews and observations (of behaviour of purposively selected around ten students from the experimental group) will be analyzed and interpretation will be made accordingly. The difference between the means of pre- post test scores will be compared with the help of appropriate statistical technique to ascertain the effect of the independent variable.

The procedural design of the present study has been shown in flow-chart form in figure 2.


Development of MBIP
I. Selection of concepts and correlating values; II. Developing rhymes; III. Validation of rhymes; IV. Developing Musical Composition for the Rhymes; V. Audio recording of musical rhymes; VI. Taking Experts' Opinion for improvement; VII. Modification and Editing of musical rhymes; VIII. Final Validation of the MBIP by experts (N=20) and students of VIII std. (N=20). [N denotes number of sample units]
Experimental Group (N=30) Students of VIII standard
Control Group (N=30) Students of VIII standard
Pre- Testing
Quantitative Tools: VAQ 30 Students
Qualitative Tools: Interview & observation of ten Students selected randomly out of the 30 sampled students
Administration of MBIP On Experimental Group
No Administration of MBIP Only Traditional Teaching
Post- Testing
Quantitative Tools: VAQ 30 Students
Qualitative Tools: Interview & observation of ten Students selected randomly out of the 30 sampled students
Data Analysis & Interpretation

1.11. TOOLS USED IN THE STUDY

According to the need of the research following tools will be used in the present study. Tools of the study will be used in two phases.

1.11.1 Phase I: Developmental Phase: For this phase musical instruments, equipment and software for recording and editing, and music system for listening the recorded musical rhymes will be used. A Questionnaire (developed by the researcher) also will be used for validation of the developed MBIP.

1.11.2 Phase II: Experimental Phase: For this phase, Music system for playing the programme, speakers, etc. will be used. Along with these following tool will also be employed:

- **Value Assessment Questionnaire (VAQ)** (developed by the researcher)

1.12. SAMPLE OF THE STUDY

Following sample will be selected purposively for the present study:

1.12.1 Phase I: Developmental Phase: *Twenty* experts from the field of education, psychology, music; and *twenty* students (other than those participating in the experimental phase of the study) will be selected for validation of the developed MBIP.

1.12.2 Phase II: Experimental Phase: For this phase, a sample of thirty students for the experimental and thirty students for the control group (purposively selected) will be employed. Sample will be VIII standard.

1.13 STATISTICAL TECHNIQUES

For quantitative and qualitative analysis of the collected data, descriptive statistics (mean & S.D.) and inferential statistics (t-test) will be employed.

1.14 PROPOSED CHAPTERIZATION OF THE STUDY

A proposal of organization of chapters in the present study is outlined in this section.

Chapter I. Conceptual Framework

Chapter II. Review of Related literature.

Chapter III. Procedure of the Study

Chapter IV. Values as the Backbone of Society

Chapter V. Music Based Intervention Programme

Chapter VI. Data Analysis and Interpretation

Chapter VII. Findings of the Study, Educational Implications and Suggestions for Future Research

1.15 CONCLUSION

The present synopsis has discussed the importance of values, value crisis in the present scenario, which needs to be improved for physical, intellectual and emotional and spiritual betterment of not only the learners and society, but also for the entire humanity. In this synopsis, a proposal for the entire study including its research design, sample, tools, statistical techniques, etc. have been outlined. It is expected that the efforts for the development of Music Based Intervention Programme may lead to value development of the learners, and thus, prove to be a humble contribution to the present knowledge base.

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